

Strategy #2: What are some ways to differentiate?

Tool: Examine Ways to Differentiate

(adapted from "Strategies for Differentiating", <http://www.enhancelearning.ca>, retrieved 7/21/06)

Differentiating Content	What have I already done?	Target areas for improvement:
Readiness/Ability: Have I used assessments to determine which students can move on and which ones need to learn prerequisite content/skills?		
Adjusting Questions: Are my questions during class discussions and on written assignments varied and tailored to a range of students' abilities and readiness?		
Compacting Curriculum: Have I provided alternative activities for students who have already mastered the content?		
Acceleration/Deceleration: Have I arranged for ways for students to move through the curriculum for those who need more or less time?		
Student Interest: Have I learned about student interest so I can help them make connections as we explore content?		

Differentiating Processes	What have I already done?	Target areas for improvement:
<p>Tiered Assignments: Have I developed sets of related tasks that vary in complexity while working with similar content and skills?</p> <p>Flexible Grouping: Do students have opportunities to work in a variety of groups based on their abilities at specific points in time and in relation to different subject matters?</p>		
<p>Peer Teaching: Have I built in ways for students to receive the extra help they need and for others to provide help in areas where they are strong?</p>		
<p>Learning Styles: Have I allowed for students to experience their preferred environment (e.g., quiet, lower lighting), learning modality (e.g., auditory, visual, kinesthetic) and interests?</p>		
<p>Reading Buddies: Have I provided ways that extra time and/or assistance with reading for those who need it?</p>		
<p>Learning Centers: Are activities, structures and expectations varied according to student needs?</p>		

Anchoring Activities: Have I prepared a range of activities that can be completed at the students' own pace if other work is done early or if extra attention is needed? Are they worthy of students' time and appropriate to their learning needs?		
Products	What have I already done?	Target areas for improvement:
Tiered Assessments: Have I developed sets of related assessments that vary in complexity while working with similar content and skills?		
Independent Study Projects: Have I made provisions for students to develop skills for independent learning and provided appropriate scaffolding?		
Learning Contracts: Have I made provisions for students to set daily and weekly work goals and develop management skills where I can keep track of their individual progress?		